DOCUMENT RESUME

ED 442 963 CE 080 375

TITLE	Idaho Displaced Homemaker Programs, Fiscal Year 1998. Vocational Education Legislative Report.
INSTITUTION	Idaho State Div. of Vocational Education, Boise.
PUB DATE	1998-00-00
NOTE	17p.; For 1999 report, see CE 080 376.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Client Characteristics (Human Services); *Displaced Homemakers; *Education Work Relationship; Educational Attainment; Educational Needs; Employment Level; Employment Patterns; Employment Services; Fatherless Family; Heads of Households; Income; Job Search Methods; *Outcomes of Education; Program Effectiveness; Program Implementation; Public Policy; Reentry Workers; *Statewide Planning; Vocational Adjustment; *Vocational Education; Welfare Recipients; Womens Education
IDENTIFIERS	*Idaho; Welfare to Work Programs

ABSTRACT

Idaho's displaced homemaker program exists to reduce the incidence of poverty among the 59,498 displaced homemakers (according to the 1990 census) and 22,147 single mothers in the state. Of those who participated in Idaho's displaced homemaker programs in fiscal year 1998 (FY1998), 924 (33%) earned less than $5,000 annually, and two-thirds had incomes below the poverty level. Nevertheless, most were trying to exist without public assistance. Idaho's displaced homemakers are served by a network of Centers for New Directions that sponsor activities designed to prepare participants for employment and/or educational opportunities. Highlights from the centers' activities for FY1998 include the following: 6-week employment readiness classes; support groups to help employment readiness training graduates continue to work toward self-sufficiency; a new competency-based curriculum covering effective job-keeping skills; 3-day workshops to help clients identify personal strengths and make the transition into employment; classes for parents going through divorce; and a conference focusing on job options for women in skilled nontraditional occupations. In FY1998 Idaho's Centers for New Directions served 2,515 participants, of whom 812 entered the labor market, 833 entered school/training, and 144 enrolled in nontraditional training. Appended is information about the demographic characteristics of FY1998 displaced homemaker program participants. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 442 963

CE

Vocational Education
Legislative Report

Idaho
Displaced Homemaker
Programs

Fiscal Year 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
G. Dean
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Idaho Division of Vocational Education
650 West State Street
P.O. Box 83720, Boise, Idaho 83720-0095
Telephone: 208-334-3216

CE 080 375

BEST COPY AVAILABLE

The Need:

Why Have Displaced Homemaker Programs In Idaho?

According to the 1990 Census[1], there were **59,498** displaced homemakers in Idaho. Over half of them are over 64 years old. More than one-third of all displaced homemakers in Idaho have incomes below the poverty level. Ninety percent of those under 25 years of age live in poverty. Approximately 10,000 have children under 18 years of age. Sixty percent of displaced homemakers with children live below poverty level and thirty percent of those without children live below poverty. Forty-nine percent of employed displaced homemakers had incomes below poverty level.

A ***displaced homemaker*** is a person who, through loss of economic support, must enter the workforce to support herself and family. She may be widowed, separated, deserted, abused, divorced or her husband may no longer be able to support her.

Idaho has **22,147** single mothers (including 1,133 teen mothers, ages 15-19). This group as a whole is younger than Idaho displaced homemakers; fifty-four percent are under age 35. Less than one percent are 65 or older. They are all parents. Over half have incomes below or near poverty level. Thirty-six percent of employed single mothers live below poverty level.

A ***single mother*** is a woman who is a householder with children and who is separated, divorced, widowed or never married. She may be working full-time. She may or may not be a "displaced homemaker."

Of those who participated in Idaho's displaced homemaker programs in FY98, 924 (33%) made less than $5,000. Two-thirds had incomes below poverty level. Yet, only139 received welfare payments (down from 438 last year) and only 587(483 in FY97) were obtaining food stamps. Most were trying to survive without public assistance. Fifty-two percent (1,495) of participants were the major financial support for their families. Fifty-six percent (1,595) had custody of their children. Only fourteen percent received child support. Characteristics of participants are included in Appendix A.

The most important difference between families headed by women and those headed by men still overwhelmingly remains the incidence of poverty. These women face the additional reality of being unable to support themselves and their dependent children. The Idaho Displaced Homemaker Program was established to address this need.

---

[1] From WOMEN WORK, POVERTY PERSISTS: A Status Report on Displaced Homemakers & Single Mothers in Idaho (August 1994).

The Response:

How Are Single Parents And Displaced Homemakers Being Served In Idaho?

Background

In 1980, the Idaho State Legislature passed the "Equal Opportunity For Displaced Homemaker Act" (Senate Bill 1355), authorizing the State Division of Vocational Education "to establish counseling centers to assist homemakers who, because of death, disability, or separation from the family breadwinner, are facing the necessity to maintain themselves for the first time." In 1982, Idaho Senate Bill 1306 increased the divorce fee by $20 to establish a dedicated fund for the Division of Vocational Education to operate displaced homemaker centers throughout the state.

When the Carl Perkins Vocational Education Act came into effect in 1984, the State Division of Vocational Education developed a statewide plan to serve single parents/displaced homemakers through the existing network. Carl Perkins monies strengthened the displaced homemaker centers and enabled them to expand services and reach out into the rural communities.

In 1991, the Carl Perkins Vocational Education Act was re-authorized. Although the set-aside for single parent/displaced homemaker programs was retained, the level of funding was reduced. The Idaho Legislature appropriated general account dollars to make up the loss.

Description

In Idaho, adult single parents, displaced homemakers, and single pregnant women are served through a network of counseling centers called "Centers for New Directions." These centers are Idaho's specific effort to meet the employment readiness needs of this population. The centers are situated on the campuses of the six technical colleges which are located regionally to best serve the majority of Idaho residents. They provide a full range of services targeted for single parents and displaced homemakers as well as complement the support services already in place on these campuses.

The Centers for New Directions provided services for nearly 3,000 single parents and displaced homemakers as they moved from dependence to independence. Specifically, they provided personal, career and educational counseling; assessment and testing; training in life skills; pre-employment and pre-training preparation; and supportive services. Vocational Equity grants allowed each center to provide pre-vocational training and/or financial stipends for participants wishing to enter a nontraditional vocational education program.

From their inception, the centers were designed to cooperate with local service providers to avoid duplication. Efforts were coordinated with local Job Service offices, Health & Welfare offices, private industry councils, and the technical colleges, in order to provide a comprehensive program to single parents and displaced homemakers. The centers played an integral part in the employment and training delivery system in their regions.

Highlights of FY98 Activities

The Centers for New Directions sponsored activities which helped participants prepare for employment and/or educational opportunities. They also provided training in life skills and self-sufficiency. Highlights of activities from Fiscal Year 1998 follow.

• The cornerstone of Center for New Directions activities were the employment readiness classes. These comprehensive six-week-long classes included: decision-making, interpersonal communication, self-esteem building, personal grooming and developing work habits, such as getting to work on time and calling in when sick. Three hundred eighteen (318) individuals participated in employment readiness classes in FY98. This represented a 13% increase over last year.

• The Lewis-Clark State College Center for New Directions added a support group for Employment Readiness Training (ERT) graduates to help them continue to work toward their goals of self-sufficiency. They also offered an employment readiness class at the Lapwai Reservation for native Americans and one in Grangeville for dislocated workers.

• The College of Southern Idaho Center for New Directions developed a new competency based curriculum, ***WorkSmart***, which covers effective job keeping skills. ***WorkSmart*** is now offered as a credit class at the College of Southern Idaho. For individuals not yet ready for *WorkSmart*, two preparatory classes were developed: *Booster Shots I* and *Booster Shots II*.

• The Idaho State University Center for New Directions provided employment readiness classes at the Pocatello Women's Correctional Center. Combined with other life skills workshops, these activities were designed to help incarcerated women make the transition into the workplace and to reduce recidivism.

• At Eastern Idaho Technical College, the Center continued helping clients transition into employment through a 3-day *Dependable Strengths Articulation Process* workshop which helped individuals identify and communicate their personal strengths; and a weekly *Job Search* activity which helped students learn skills to successfully obtain a job. Both were well-received and resulted in 108 center participants entering the labor market!

• The North Idaho College Center worked with the Department of Health and Welfare to serve foster children 16 and over. Thirty foster children were assisted in transition to independent living under this new program.

• The Center at North Idaho College continued a class called ***CareerWise*** to address the needs of unemployed and underemployed participants. This class taught skills employers identified as the most important in the workforce. It was offered three times during the year with a total of 67 women participating.

• Two centers continued to offer classes for parents going through divorce. The Coeur d'Alene Center offered: (1) *Divorce Education for Parents* which explained how divorce affects children and how to help them adjust. Nearly 140 people attended these classes during the program year. (2) *Parenting Children of High Conflict Divorce* which assisted parents in recognizing and dealing with the effects of prolonged parental conflict on children. Twenty-eight attended this class. The Lewiston Center also worked with the Courts by offering: Region II Divorce Parenting Orientation and Region II Children's Divorce Orientation.

• Since computer skills are considered an entry-level skill for today's workplace, the Pocatello Center developed a curriculum which dovetails learning marketable computer skills with job attainment. Approximately 125 people participated in these classes. From these computer classes, participants moved into a career development class where they learned workplace basics, resume-writing and interviewing skills, completed a career assessment, and wrote a job hunting plan. Over 100 people participated in these classes. With the use of the Pocatello Area Resource Directory, the Center placed 25 participants in job shadowing situations. Computer classes were also provided by the Centers at North Idaho College and Boise State University. A total of 251 women enrolled in introductory computer classes.

• Each Center for New Directions received an equity grant to serve single parents, displaced homemakers, and single pregnant women. Through career counseling, workshops, pre-vocational training, nontraditional support groups and stipends, over 1100 single parents and displaced homemakers were impacted. As a result of this effort, 144 women were enrolled in or continued nontraditional postsecondary training programs.

• One hundred fifty participated in the ***Job Options for Women*** conference at Idaho Falls (EITC), focusing on the advantages of skilled nontraditional occupations.

These activities reflect the centers' continuing commitment to move their participants toward self-sufficiency as quickly and efficiently as possible.

Results:

What Impact Is Being Made?

The Centers for New Directions have been instrumental in motivating participants to take action in their lives, to eliminate self-defeating behavior patterns, to adopt a more positive attitude toward work and school, and to develop confidence which will enable them to work and become financially self-sufficient. The centers have focused on improving the **quality** of services to achieve better results. This year 62% of those served entered jobs and/or training programs. Participant outcomes are provided in the table below.

Centers For New Directions
Participant Outcomes
Fiscal Year 1998

Total Participants[1] Served:	2515
Services Provided:	
Center Sponsored Activities	338
Individual Counseling Services	5202
Participant Outcomes:	
Entered Labor Market	812
Entered School/Training	833
Enrolled in Nontraditional Training	144

[1] *To be counted as a Center participant, a person must have received a minimum of three activities: intake counseling, a program service, and followup.*

Women Succeed .... in school and in jobs

(Real names have not been used in these stories)

Northern Idaho

Linda is a single mother of four young children who sought Center assistance three years ago after a messy and emotionally draining divorce. After completing the career decision making process and receiving personal counseling for her emotional pain, she elected to enter the challenging *Computer Applications for Business* program. She continued to seek support and assistance from the Center for New Directions during the course of her studies. At one point, she arrived at the center in tears when both her water and electricity were being shut off the same week. Center staff were able to use profit from the divorce education program to get her utilities turned back on. In spite of challenges like this and continual harassment and child custody challenges from her ex-husband, she maintained excellent grades and graduated in May of 1998 with her Associate of Applied Science degree. Once out of school, Linda found her skills were much in demand and she received several job offers. She currently works in a Spokane bank providing computer network services for over $14.00 an hour. (NIC)

Margaret was a 42-year-old woman severely lacking in self-confidence when she first came to the Center for New Directions. Many years out of the workforce and newly out of an emotionally abusive marriage, she doubted her ability to finacially take care of herself and her two teenaged daughters. She attended the Center's *CareerWise* class and soon began to see her potential. She took advantage of the free computer keyboarding class, offered along with *CareerWise* and decided to look into her educational opportunities. Although she had not intended to go to college--only to gain enough confidence to enter the workforce--she decided to enter the Physical Therapy Assistant program. Her math phobia was a severe drawback to schooling, but she attended the Center's math remediation course and found new confidence in her ability to learn. The math phobia disappeared and she is currently enrolled in school and is on the honor roll. She now sees her future as challenging and bright. (NIC)

North Central Idaho

When **Joe** entered the Employment Readiness Training (ERT) class in April 1997, he was between jobs and on welfare. As a single parent and concerned father, his goal was to "make a decent wage" and make sure his 3-year-old son was well-clothed, healthy and happy. With welfare reform looming on the horizon, and limited job opportunities, Joe decided to make some changes in his life. His first step was signing up to take the Employment Readiness Training (ERT) class. During the class, Joe identified his

"dream job" as becoming a police officer. He was able to increase his self-confidence and after completing the ERT class, he made the call which led to his current employment as a security guard at Gem State Investigations & Security. Although his job is "scary" sometimes (he often works nights at isolated locations), he has also been able to work at many of the local events, including the rodeo, fair, and concerts.

Joe has been able to learn many new skills that not only serve him well on his present job, but also will be valuable in his future. Although he has not yet reached his ultimate goal of entering law enforcement, he has already made many positive changes in his life. With the kind of determination and perseverance he has shown so far, no one will be surprised when he succeeds! (LCSC)

Suzanne has made many personal and professional changes in the seven years she has lived in the Lewiston-Clarkston Valley. One of the first steps she completed was obtaining her GED through the Adult Learning Center at LCSC. She then went on to graduate from the Employment Readiness Training class at the Center for New Directions in 1995. During the next 2 years, Suzanne put in many hours in order to complete her A.A.S. degree in the LCSC Paralegal program. Despite the many challenges she faced, when she received her first grade card from LCSC, she had made the President's List. Suzanne then began to believe "I'm not stupid, I CAN do this!"

Suzanne began working with the Nez Perce Tribe, in the Juvenile Justice Department, during her paralegal co-op. After graduating in 1997, she began working as a crisis worker for Victim's Assistance. Then in March, 1998, she was promoted to Legal Court Advocate. In her job, she assists victims in many areas, including applying for protection orders, custody, and getting ready to testify in court. She has also been working on revising the Criminal Sections of the Nez Perce Tribal Code.

As a person who has met and overcome many challenges to reach her goals, Suzanne has some advice for those who don't have faith in themselves or their abilities. "People need to stop listening to all the negatives in life, and hold on to the one positive, and run with it!" (LCSC)

Southwestern Idaho

Sharon is 54 years old and recently divorced. She married at age 16 and never completed high school. She cooked, cleaned, reared children and worked on her husband's farm most of her life. The hard physical labor and difficult marriage took a toll on both her physical and emotional health. When she came to the Center for New Directions, her self-esteem was at an all time low. She believed she was stupid and unworthy because she had very little formal education and no business experience. After exploring her options with a counselor, she decided to take the GED test battery. She was terrified of failing. Sharon not only passed her tests but the assessment coordinator commented that she rarely saw scores that high. Her self-esteem skyrocketed and she is now in the process of

exploring various College of Applied Technology programs and is seriously considering a career in drafting technology. (BSU)

Janice is a 40-year-old single mother of four boys, three of whom still live at home. She was referred to the Center for New Directions by the Southwestern Idaho Cooperative Housing Authority, Family Self-Sufficiency Program. At that time, Janice was an unemployed factory line worker. Her goal was to improve her skill level so that she could better provide for her family. She described herself as energetic, a fast learner and loved to work with her hands. She completed the Women In Technology program and enrolled in the Industrial Mechanics training for Fall '98. She sought and received funds from the Job Training Partnership Act (JTPA) and the Center for New Directions. Janice is grateful for the moral and financial support and is looking forward to becoming a skilled worker and an even stronger role model for her sons. (BSU)

South Central Idaho

Marcia came to the College of Southern Idaho to get her GED. She had left high school a number of years before and decided she wanted to finish her schooling. After receiving her GED in May, 1996, Marcia attended the Program for Education/ Employment Readiness (PEER) class at the Center for New Directions. During that summer, Marcia explored careers and learned how to enroll in the College of Southern Idaho. She decided on the Auto Body program (also known as BSEP, Body Service Educational Program). When she registered in August, she did not have enough money to buy the tools she needed to start the program. Marcia came to the Center for New Directions for suggestions and moral support. It was then that Marcia agreed to participate in the JTPA project at the Center for New Directions.

Marcia got off to a great start that semester. She lived in Buhl and despite the commute and car troubles, she did not miss a day of school all year long. She attended summer school while she started working at Randy Hansen Chevrolet. She was back at school, plus working, plus having a family, plus living in Buhl, for the fall semester. Then Marcia was involved in an auto accident where she seriously injured her back and was not able to work (no paycheck). However, she continued in school (living in Buhl with a family). Marcia never gave up. By February, 1998, she faced the possibility of never being able to do auto body work. She declared "I'm finishing this program no matter what. We'll see what happens and take it from there. But I'm finishing." And that is exactly what she did. In spite of even more hardships with her family, in spite of her back injury, in spite of demands pulling her in all different directions, Marcia never gave up. She did her best to maintain a positive attitude.

Marcia received her graduation plaque from General Motors and a wristwatch. She also received an award for her Grade Point Average. (She graduated from CSI with honors.) In addition, Marcia was awarded the Mr. Goodwrench Leadership Award and a

gift certificate from Snap On Tools. She was voted to receive this prestigious award by her instructors, her classmates and her employers. It did not happen all at once; it took more than two years. No matter how hard Marcia tried, there were always more obstacles in her way. She always held on to that goal and she worked very hard to accomplish it. That is success in action. (CSI)

Sherry had a work-related back injury and could no longer work the same job. She had few job skills or education to pursue employment to make her self-sufficient. She did not know what to do. After exploring her interests, Sherry felt computerized bookkeeping sounded appealing and less physically challenging. Sherry was 47 and scared to go back to school. After several sessions with her counselor, she gained enough courage and assertiveness to apply to and enroll in school. She is excited and highly motivated. She wants a better life. (CSI)

Southeastern Idaho

Mickie is a single parent who lives in Soda Springs. She was tired of working minimum wage jobs which she did not find rewarding. She described herself to a Center counselor as "never liking to do boring girl activities." She was interested in either Auto Mechanics or Auto Body, with the idea that she would open her own business in Soda Springs when she finished training. After touring both programs, she decided that the Auto Body program was for her. She received funding through JTPA as well as a scholarship from the Center. She is motivated, intelligent and energetic; her single-minded efforts to secure a better future for herself and her daughter has proven successful. She not only completed one year of her training in Auto Body, she received a 4.0! The Center believes that Mickie will be an excellent role model for other women entering a nontraditional field and has been asked to be a mentor for a first year woman in a nontraditional training program. (ISU)

Razi is starting the last of a 3-year program in Electronics. She first accessed Center services 3 years ago at an Outreach site. She was in the middle of a divorce and fighting for custody of her two children. Although she had some work experience, she was not able to secure work that allowed her to support her family. She had no financial support from her ex-husband, and knew that she could not count on any. Due to being physically and emotionally abused for many years, Razi was very unsure of her abilities. Her self-esteem was very low. After participating in a variety of personal growth classes at the outreach center, she became highly motivated to get her life moving in a positive direction. Through career counseling, she decided to enter the electronics program. She had enjoyed math in high school and was very good at using her hands to fix household utensils. Since Razi started school, she has had an on-going custody battle and problems with her children. Her program of study is exceptionally difficult, and she has had to re-take several classes. But she did not give up! By accessing tutoring, counseling at the Center, and becoming involved with a mentor, Razi is succeeding in her program! "If it were not for the Center's

counseling and connecting me with other services, I don't know what I would have done. I am going to be independent for the first time in my life!" Razi has inspired Center staff. She is very hard working and dedicated to financially and emotionally supporting her family. (ISU)

Eastern Idaho

Catherine is a 40-year-old mother of two young children and the wife of a man who does not support her desire to become trained. When problems surfaced in her marriage, she realized the importance of becoming self-sufficient She spoke with advisors and decided to enter the *Computer Network Technology Program.* She also came to the Center for New Directions where a counselor assessed her needs. Christine showed great determination but she lacked financial resources and emotional support. Catherine applied for and received a $500 nontraditional scholarship. She was enrolled in the nontraditional program which includes a network/support group, life/workplace skills instruction and individual counseling.

Catherine is now beginning her second and final year of training. She has submitted a quality application and been awarded another nontraditional scholarship. She expects to graduate with an Associate Degree as a Computer Network Technician. She can expect her entry level salary to be at least $30,000...a significant addition to the budget of this previously struggling, under-prepared family. (EITC)

Because of the Center's partnership with Job Service, **Morena** was referred to the Center to gain workplace skills and to receive other services as needed. She was a young Hispanic mother of a two-year-old child, very low income, and forced to live with her parents. The child's father was absent and Morena had remarried but her present spouse was incarcerated. This young woman was pregnant and without a high school diploma.

At the Center, she completed a class called *Communication Skills in the Workplace* (*Converge*) and she practiced these skills by assisting with clerical duties in the Center. She began the process of career/self-exploration using the Career Information System and by participating in a Dependable Strengths Career Workshop. She became very skilled in desktop publishing and report writing. In the spring, she represented the Center and the College at the Hispanic Women's Conference. In May, she decided to pursue a career in law and applied to Idaho State University. In early June, Morena completed her high school diploma. She graduated with an exceptional grade point average from Fairview High School. She has a new baby and is living with her husband. She plans to enter ISU when she can find adequate daycare for her infant and 2-year-old. (EITC)

The Centers for New Directions
A Smart Investment

If a single parent with two dependent children entered the labor market and left welfare, there would be substantial savings to the state. Below is a chart showing dollars saved in relation to wages earned. The Centers for New Directions help single parents overcome barriers to success and assist them in obtaining skills needed to seek and find employment that pays a livable wage.

By conservative estimates, the Centers for New Directions enabled enough women and their families to leave welfare and join the work force, to save the state more than one million dollars in public assistance. In addition, employed center participants are now paying more than $300,000 annually in state taxes.

From Welfare to Work: Potential Cost Benefit
Fiscal Year 1998

Single Parent with Two Dependent Children					
Hourly Rate	Wages Earned[1]	Annual State Taxes Paid[2]	Annual Federal Taxes Paid[2]	Average Welfare Savings[3]	TOTAL COST BENEFIT
$ 5.35	$ 428	$ 65.26	$ 79.04	$ 7452	$ 7596.30
$ 7.50	$ 600	$ 340.08	$ 749.84	$ 7452	$ 8541.92
$10.00	$ 800	$ 742.82	$1529.84	$ 7452	$ 9724.66

[1] Bi-weekly
[2] Taxes figured on a 40-hour work week; paid bi-weekly.
[3] AFDC ($317/month) + Food Stamps ($304/month) = $621/mo. x 12 = 7452/year

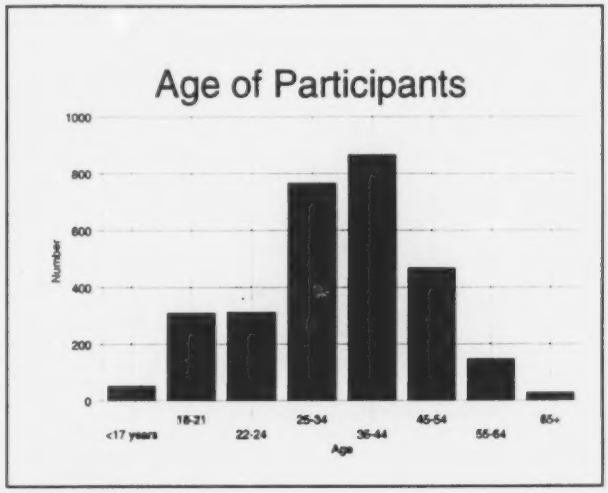
Participant Demographics
FY1998

Personal Characteristics

Eighty-three percent of the participants served were women; seventeen percent were men.

The majority of participants were white. Six percent were Hispanic and three percent were Native American.

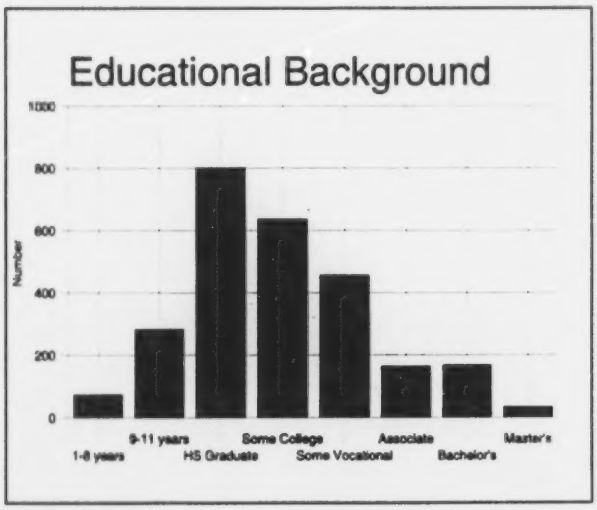
Most participants were between the ages of 25 and 45. (see table).



(Data Source: State Division of Vocational Education, 1998)

Educational Status

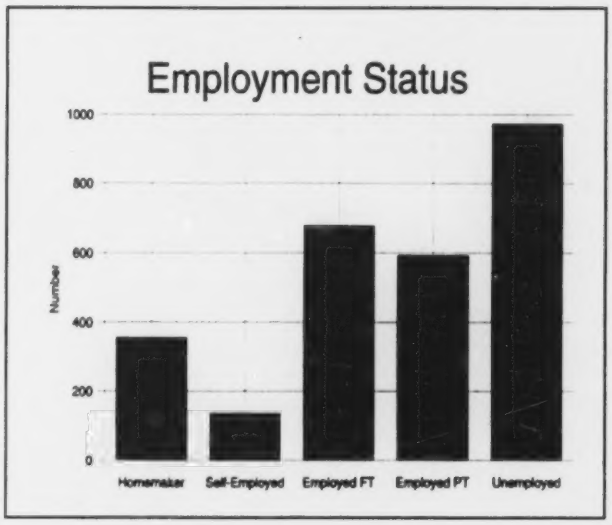
The majority of Center participants have graduated from high school or have some postsecondary training. However, 354 did not complete high school and often needed study skills, GED, and tutoring before they could enter vocational programs. Three hundred thirty-six individuals received their GED's in FY98 (compared to 262 in FY97). This chart shows the educational level of individuals served in FY98.



(Data Source: State Division of Vocational Education, 1998)

Employment Status

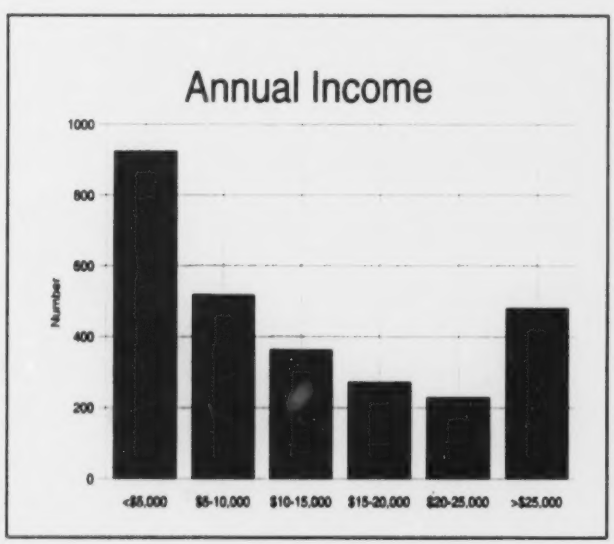
Twelve percent of single parents and displaced homemakers served by the Centers were full-time homemakers (compared to 21% in FY97). The number of individuals who were unemployed and seeking employment was 973. Most of the others held some type of job. The number of people who were employed full-time increased to 677. A breakdown of their employment status is shown on the chart.



(Data Source: State Division of Vocational Education, 1998)

Economic Status

The Centers for New Directions give priority to individuals with the greatest financial need. Over 900 participants (33%) made less than $5,000. Two-thirds received below poverty level incomes. A more detailed breakdown of their annual incomes is presented in the tables. Those making over $25,000 are typically married individuals seeking help before their divorce.

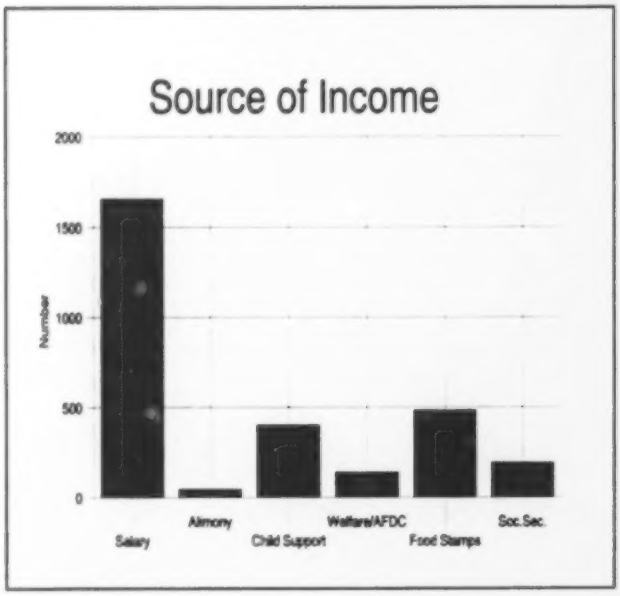


(Data Source: State Division of Vocational Education, 1998)

Source of Income

The next table shows the source of income received. Over half (57%) of single parents and displaced homemakes earned their own income.

Only two percent received alimony and only fourteen percent got child support. Five percent (compared to 15% in FY97 and 23% in FY96) received public assistance. Seventeen percent (compared to 20% in FY97 and 29% in FY96) received food stamps. What is especially interesting to note is that 924 individuals made less than $5,000 but only 137 received welfare payments and only 483 were getting food stamps.



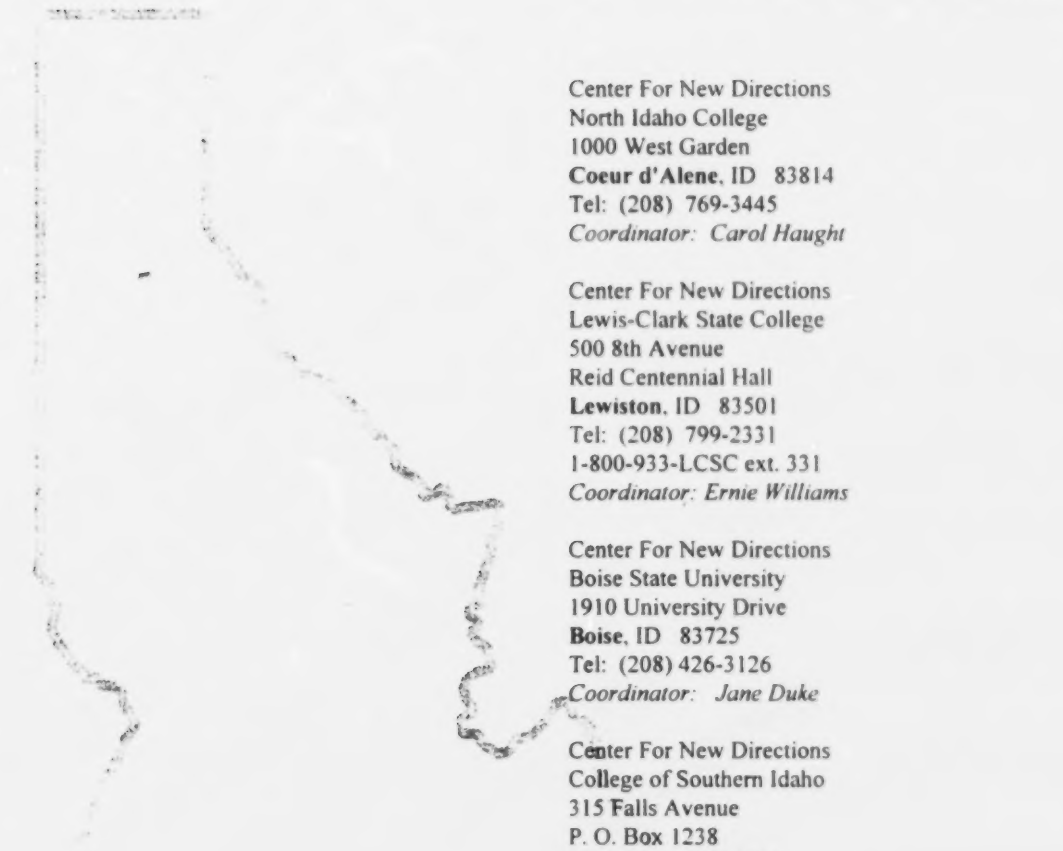
(Data Source: State Division of Vocational Education, 1998)

Dependent Status

Fifty-two percent (1,495) participants provided the major financial support for their families. Fifty-six percent (1,595) had custody of their children. Eighty-nine were expecting a child when they came in for services. One hundred three were providing care for an invalid.

BEST COPY AVAILABLE

IDAHO CENTERS FOR NEW DIRECTIONS



Center For New Directions
North Idaho College
1000 West Garden
Coeur d'Alene, ID 83814
Tel: (208) 769-3445
Coordinator: Carol Haught

Center For New Directions
Lewis-Clark State College
500 8th Avenue
Reid Centennial Hall
Lewiston, ID 83501
Tel: (208) 799-2331
1-800-933-LCSC ext. 331
Coordinator: Ernie Williams

Center For New Directions
Boise State University
1910 University Drive
Boise, ID 83725
Tel: (208) 426-3126
Coordinator: Jane Duke

Center For New Directions
College of Southern Idaho
315 Falls Avenue
P. O. Box 1238
Twin Falls, ID 83301
Tel: (208) 733-9554, ext. 2680
Coordinator: Debi Klimes

Center For New Directions
Idaho State University
RFC Complex
Pocatello, ID 83209
Tel: (208) 236-2454
1-800-999-ISUI
Coordinator: Liz Shanahan

Center For New Directions
Eastern Idaho Technical College
1600 South 2500 East
Idaho Falls, ID 83404
Tel: (208) 524-3000 ext. 3318
1-800-662-0261
Coordinator: Connie Staffel

BEST COPY AVAILABLE